

Forest Lodge Public School Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of Forest Lodge Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Message from the Principal

Forest Lodge Public School has continued to meet high expectations across all areas of school life. Through high quality teaching and learning programs we offer a wide range of experiences and learning opportunities that inspire our students. Our staff are committed to the learning experiences of every child and work closely with colleagues, other professionals and carers to ensure the progress of all students. Our active school community play an integral role across different areas of school life.

During 2016 Forest Lodge Public school has provided sustained and enriched programs which enhance and improve the wellbeing and educational outcomes of our students. These include:

- **Positive Behaviour for Learning initiative**

Positive Behaviour for Learning is an evidence-based whole school process to improve learning outcomes and the wellbeing of all students in classroom and non-classroom settings. The program will enhance wellbeing across the school community enabling our students to be healthy, happy, successful and productive. The program is aligned with the Wellbeing Framework which supports students at each stage of their development through quality teaching, learning and engagement. Consultation and input is sought via staff meetings, Positive Behaviour for Learning team meetings, parent sessions and Student Representative Council

- **Creative Arts**

In 2016 our biennial concert was produced this year for the first time with the guidance and skills of a core group of parents and teachers. We moved from our school hall to the wonderful Seymour Centre. The matinee and night performance showcased each class and a small group of senior students who delivered the drama component. This night was an amazing production which demonstrated the depth of talent in our students and teachers. The community supported the night with a sellout performance.

Once again our choirs were given the opportunity to perform at the Opera House and School Spectacular. Our music program expanded to four bands, a string ensemble and ukulele group. We once again participated in Create East and Create South, drama and dance camps as well as theatre sports gala days.

I certify that information in this report is the result of rigorous school self evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Message from the school community

P&C President's Message

The P&C welcomes all involvement from all members of the school community –parents, teachers, staff, students, as well as local businesses, members of the public, and other schools. I would like to thank all parents and members of the wider community who were able to assist the school during 2016, whether that be through P&C activities, or through other non-P&C direct volunteer activities such as Ethics and Reading in classrooms. Through the course of 2016 the P&C has achieved some significant outcomes for the benefit of the children at the school.

New Artificial Sports Field and Seating

In conjunction with both funding from FLASCA and with a grant from the NSW State Government Community Building Partnership program, the P&C has installed a new artificial sports field and seating area between Briarbank and Bridge Road. This replaced an ageing playing area that was in need of significant maintenance.

This new area receives heavy use by the students during both play times as well as for sports and other curriculum activities, and is a wonderful long term asset for the school. This is a testament to the success of the *Planning & Playground Working Group* that was set up subsequent to the 2015 Listening Campaign. Being able to fund large projects such as these to improve the playground areas of the school alleviates the need for the school to upgrade these areas, freeing up funds for other areas of school operation and enabling further learning opportunities.

School Fair 2016

We held our biennial School Fair this year in May, which was extremely well attended by the local community. Held earlier in the year than our last Fair in 2014, we were fortunate to have wonderful weather for the day once again and achieved an estimated total of around 1500 attendees.

We also had over 150 committed volunteers who, along with the core organising committee, collectively spent many hundreds of hours organising and running what was a very successful event. Our most notable new addition to the Fair this year was possibly the now-notorious "Slime Machine" – with the auction for the opportunity to slime our Principal Bill O'Connor raising hundreds of dollars for the school! Other highlights included a massive cake stall, the Bike'n'Blend and the powerful compressed air Paper Rocket Launcher.

For the more culturally refined, there were book, plant and clothing stalls, along with Devonshire teas on the "peaceful Kindy side" of the school. Once again we invited Glebe Public School to perform as part of our entertainment schedule and worked together selling goods at our merchandise stall to the benefit of both P&Cs. A sausage sizzle serving egg and bacon rolls kept energy levels up, together with stalls serving falafel rolls, cakes, toffee apples and a variety of sweets.

Halloween Disco Social

Late in the year we held our Halloween Disco Social event. This event was a fun social event rather than a fundraiser, and was a resounding success by all accounts. We had over 400 adults and children attend a fun afternoon involving a disco for the kids, a haunted house organised by FLASCA, and some food trucks for simple but yummy sustenance.

Parent Teacher Relations Working Group

Continuing on from the 2015 Listening Campaign, the Parent Teacher Relations Working Group met regularly throughout the year, working on improving communication and understanding between teachers and parents, being two of the major stakeholder groups at our school.

Wednesday Morning Language

The P&C has facilitated the introduction of Wednesday morning Language Lessons, operated by an external organisation. Between 30 and 40 students regularly attended weekly French lessons commencing at 7:50 am on Wednesday mornings over the course of the year. These classes will continue in 2017, and hopefully expand with new opportunities.

Cake Stalls and BBQs

Once again the P&C held several successful Cake Stalls over the course of 2016, including a massive cake stall as part of the School Fair, and another in conjunction with the BBQ for the 2016 Council Elections.

The Council Election Day P&C BBQ was a busy day serving cakes, sausage sandwiches, and gourmet mushroom burgers.

Mother's Day Stall

Each year the P&C holds their annual Mother's Day stall where the kids have an opportunity to select from a huge range of kindly donated gifts.

Website and parent2parent Welcome Pack

To welcome new parents to the school and to assist them with a knowledge base of useful information, the P&C are continuing to update the "parent2parent" welcome package that has been well-received over the last few years.

Additionally, the P&C website has been growing in content and acting as a source of useful information for parents on topics such as extra-curricular activities as well as general information about processes at the school.

The website address is: **ForestLodgeSchool.org.au**

Ethics Program

Ethics classes continued to operate during 2016 thanks to the considerable efforts of both parent and community volunteers. These classes run on Fridays, with ethics classes available for children who do not attend scripture classes. In ethics classes, children learn how to think logically, disagree respectfully and support their arguments with evidence, rather than act according to blind habit or peer pressure. Children discuss topics such as: imagining how others feel, the treatment of living things, laziness, disagreeing in a respectful way and fairness.

I would like to thank all the volunteers in the Ethics Program for assisting to provide this valuable additional opportunity to the children at our school throughout 2016. We should additionally be proud of the local community we live in, as approximately half of the volunteers who assist with this program are members of our local community who do not actually have children at the school.

Community Safety

Throughout 2016 the P&C has provided extensive feedback to the school on aspects of community safety associated with and around the school. The P&C views the safety of students and their families as being of prime concern, from the moment that students depart their homes to travel to school in the morning, throughout the school day including at extra-curricular activities and until their safe return back home at the end of the school day. The P&C plans to follow up in 2017 with council and other organisations responsible for safety in the community to reduce risks and achieve improvements in safety for our students.

Music Program

The P&C Music Committee manages and co-ordinates an extensive extra-curricular music program at Forest Lodge which continues to move from strength to strength. The year began with the intake for our biggest Training Band yet, and it was exciting to see so many students embarking on their first big band musical experiences. Numbers in our intermediate bands are tracking well with Intermediate band at 24 members and Senior Band at 27 members.

As well as our big bands, the music program co-ordinates and is involved with several smaller ensembles including the Stage Band, the lunchtime recorder group, the K-2 percussion & recorder program, the percussion ensemble, the Senior percussion ensemble and the flute choir. These smaller ensembles are continually growing with the String Ensemble being introduced in 2016 and strings now being taught at the school.

The music program supports the bands to participate in as many performances as resource and time constraints allow. Performances for 2016 included The Inner West Music Festival, The Police Band workshop day and the Big Band Evening Performance. Consolidating the committee member diversity and participation has been a successful focus for 2016. We have a strong core of committed individuals that contribute in a variety of ways. Fundraising for the band has been successful through the efforts of parents running a number of events, including the Big Band Breakfast.

Many thanks to all the conductors, musical specialists, young musicians, parents, committee members, Bill O'Connor and FLPS staff that make the music program an ongoing success. A special thank-you must also go to Jo Orsatti for her tireless efforts and commitment to leading the P&C's Band Committee.

School Concert

Another big event this year was the Forest Lodge School Concert at the Seymour Centre, which was run by the School. On behalf of the P&C, I would like to express the appreciation of all the hard work and effort put in by the teachers to make this extraordinary event happen.

A big thank you also to the parents who helped out the teachers and staff in relation to this event, with volunteers putting

in a variety of effort such as sewing costumes and providing professional choreography assistance.

The P&C Executive Committee

I would like once again to thank all of the executive committee members and other parents for being very constructive and supportive during the course of 2016. Finally, I would like to thank Bill O'Connor, the teachers and the school staff for their ongoing efforts to make Forest Lodge a wonderful and welcoming learning environment for our children. I have personally had an enjoyable year working with the many positive and enthusiastic members of our school community and I would like to thank you all for your wonderful contributions to the shared experience as our children go through their formative years of education.

All the best,

Alistair Jeremy

P&C President

Ask us Questions Give us Suggestions Be involved

Message from the students

As student leaders it is our role to make everyone feel welcome at school. We want to make sure that this school is a happy, fun and an enjoyable place to be. Everyone should feel accepted for who they are. We want to support as many causes as possible and get as many pupils involved as we can. We feel it's important to support people in and out of the community. This school is really important to all of us and it's a great school. As well as fundraising, we are on hand to support the Kindergarten information evening, delivering a talk on our school and the leadership opportunities available.

We greet distinguished guests who visit our school and host morning teas for visiting teachers from overseas, at the Grandparents and friends assembly and also the Kindergarten orientation days. At each P & C meeting, we give a report on the current fundraising and any other events that have required our participation. Every week we meet with the Principal to raise any issues or ideas and we also give a daily radio show to improve communication of events to the classes.

Being a school leader has given us immense opportunities to be involved in the school and develop our confidence and insights as leaders of tomorrow.

Mia Betteridge and Ben Tresno–Turner

School Captains

School background

School vision statement

Forest Lodge Public School celebrates the uniqueness of each child. Our goal is to develop academic excellence within a supportive environment for students, staff and parents. Each child is encouraged to pursue their interests and explore a variety of ways of learning in a nurturing and inclusive climate.

A school with a shared vision, a strong sense of community and shared goals; our relationships are based on mutual respect, communication and a commitment to helping students acquire a passion for learning, develop their thinking skills, provide a sense of achievement and extend and enrich their potential.

Staff and parent roles and responsibilities are clearly defined, understood and shared across the school community. Parents are partners with the school and enrich student learning through sharing their professional and personal skills.

School context

Forest Lodge Public School was established in 1883. It enjoys a continuing reputation for producing high academic results, excellence in literacy and numeracy, Visual and Performing Arts and strong and caring support for students' welfare needs. The school recognises the cultural and socio-economic diversity of its community, striving for excellence and tolerance.

Our school ethos places emphasis on caring for individual needs in a safe, active and high-interest learning environment. Active community support and participation is a feature of the school.

Forest Lodge is a happy school where students show respect, tolerance and understanding of individual differences and where the academic potential of each student is fostered in a climate of responsibility and the pursuit of excellence.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Learning

There is a demonstrated commitment within the school community to strengthen and deliver on school learning priorities. We have established a differentiated learning environment, guided by the diverse nature of our students. The creative arts in particular remains an area of excellence. Continuation of Formative assessment and its entrenchment in teaching practise, the significant role of our LaST program in the referral of students, the role of paraprofessionals in our school eg. speech pathologists and occupational therapists. and the collegial nature of our whole–staff and stage meetings work together to ensure this area is sustaining and growing.

We advocate a whole–community approach to well being and provide opportunities for our students to connect, succeed and thrive. Positive, respectful relationships and behaviours underpin the success of student learning. We acknowledge the critical role our parents and carers play in the school and appreciate the contribution of the P & C. Currently our school is establishing Positive Behaviour for Learning throughout the school. This initiative will provide a foundation from which the school's values and culture can flourish and will underpin successful learning for all our students within a positive learning environment. Programs such as PBL, Public speaking and Debating, Music programs, Art Shows and concerts, Peer Support, Interelate and the SRC address student needs and allow our students to develop the skills necessary to have an active, meaningful role in their school.

Teaching

Teachers regularly analyse and use student assessment data to understand the learning needs of students. NAPLAN, PLAN, stage–based assessments inform our learning goals and monitors our progress. The use of Formative Assessment practices, particularly self/peer assessment has enhanced the students understandings of their own progress. Our self–assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Quality Teaching

Purpose

Quality teaching makes a difference to all students. Our purpose is to drive improvements in pedagogy and practices to enable all students to reach their learning potential and contribute to sustained improvement in student learning. Our direction will be underpinned by evidence-based teaching strategies and current research eg, Quality Teaching Framework, Peer Observation and Mentoring.

Overall summary of progress

Assistant Principals (Primary) continued to deliver 8 professional learning sessions over three terms, revising Formative Assessment skills and processes with all teaching staff. This direction has continued to have a positive and significant influence on the pedagogy of teachers. Teachers have reflected on the frequency of using these strategies and report that they are becoming embedded in their everyday practice. As part of the Professional Development Plan, teachers participated in 4 peer observation sessions and were required to provide ongoing evidence of implementation in their classroom through a range of deliverables. School leaders will be revisiting Formative Assessment strategies to up skill newly arrived teachers. This consolidation period has allowed teachers to further embed Formative Assessment into other curriculum areas eg. Geography, Science and History. This enhanced the take up of new curriculums.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All staff will demonstrate best practice pedagogy to improve learning outcomes	<ul style="list-style-type: none">• School executive attended regional professional learning: Professional growth through classroom observation, Embedding formative assessment across the curriculum and Leading Reflective and Enriching conversations• School executive delivered 15 professional learning sessions to all teaching staff• School executive and staff negotiated protocols for Peer observations	\$5000
All staff will achieve negotiated, personal pedagogical goals through peer observation, feedback and mentoring.	<ul style="list-style-type: none">• Time allocated to staff to observe and give feedback to their teaching peers and supervisors• All staff completed Professional Learning Plans with Formative Assessment included as a goal• Beginning teacher mentoring and observations by supervisors	\$3000
Teachers are engaged in regular reflection to develop deeper insights into the effectiveness of their own teaching practices	<ul style="list-style-type: none">• Professional learning across different Learning Areas where opportunities for reflection was embedded into the sessions eg. Super Six Comprehension strategies, Geography K-6, PBL,• Providing opportunities for professional collegial conversations around teaching and learning	\$500

Next Steps

Moving into 2017, the leadership team will be focusing on:

- the Quality Teaching Framework and mentoring our staff who have expertise in this area to begin professional learning.
- Continued implementation of Formative Assessment
- School Leaders will focus on the integration of Higher Order Thinking skills and how they can support the Quality Teaching Framework, as well as revisiting Formative Assessment strategies
- Specific workshops will be used to upskill parents who volunteer as Ethics teachers on Formative Assessment Strategies, as well as Positive Behaviour for Learning.

Strategic Direction 2

Quality Learning

Purpose

Quality learning must be challenging, engaging and inclusive. Our purpose is to improve student learning experiences by developing students' abilities to think critically, creatively and ethically, developing a 21st century learner who is literate, numerate, motivated and culturally, socially and environmentally aware. Underpinning this purpose is the need for students to reflect on and think critically about their own learning.

Overall summary of progress

Teachers have continued to successfully embed self and peer assessment practices into their pedagogy. These practices are used with greater regularity across the curriculum. Peer Observations continued during 2016 with a continued focus on formative assessment strategies and continued professional dialogue around improvement of outcomes in English. Three-way interviews continued to enhance conversations between students, parents and teachers about progress.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
70% of Year 3 students will be in Bands 5 and 6 Writing	<p>In 2016, 64% of Year 3 students were in bands 5 and 6 for writing.</p> <p>This was achieved through targeting students in Year 2, 2015 who performed significantly below grade expectations through analysis of assessment and PLAN data, consultation with EALD, classroom teachers and School Executive. They received individual LaST and SLSO in-class support. They were tracked and monitored through regular LaST meetings.</p>	\$ 5000
65% of Year 5 students will be in Bands 7 and 8 for writing	<p>For Year 5, 31 % of students were in bands 7 and 8 for writing.</p> <p>We aimed to achieve this objective by targeting students in Year 4, 2015 who performed significantly below grade expectations in writing. We used their 2014 NAPLAN results. They received specific, individual LaST, EALD and SLSO in-class and small group support.</p>	\$ 3000
Performance of equity groups within the school will be comparable with the performance of all other students.	<p>All Aboriginal students achieved above the minimum standard in Reading and Writing in Year 3 and Year 5.</p> <p>All LBOTE students achieved above the minimum standard in Reading and writing in Year 3 and 5.</p>	\$ 1803
Value added results for Year 5 students as shown on the NAPLAN and School Excellence Framework data reports.	<p>In terms of achievement of expected growth for Year 5:</p> <ul style="list-style-type: none">• 78% in reading• 65.9 % in numeracy• 69% in spelling• 40.5% in grammar and punctuation <p>No value added data is available in writing.</p>	\$ 2000

Next Steps

Moving into 2017, the school will be focusing on:

- Professional Learning for teachers will focus on Quality Teaching and its impact on writing.
- Continued embedding of Formative Assessment with a particular focus on self and peer assessment in writing as a tool for improvement
- The Peer Observation program will focus on the interaction between Quality Teaching and aspects of pedagogy around English eg quality literature, explicit teaching of grammar through writing, conversations around text and high expectations.
- The initiation of the MiniLit program from Macquarie University into Stage 2 on a daily basis, which will involve training of the LaST, SLSO and parents.



Strategic Direction 3

Quality Community Relationships

Purpose

Quality community relations must recognise and harness the mindsets and capabilities of its members to success–fully lead and inspire a culture of collaboration, communication and empowerment. Our purpose is to work together as a learning community to build the capacity of all students so that they develop knowledge, understanding, creativity and expertise in all areas of learning to achieve their personal goals and lead successful lives in the 21st century. We aim to build quality relationships where all stakeholders feel that they belong and their contributions are valued. This will be supported by clearly defined roles and responsibilities for all community members.

Overall summary of progress

In 2014, Forest Lodge Public School held its inaugural Listening Campaign in partnership with the School's P & C. Its primary goal was to listen to the school community and together, identify target areas for improvement and involvement across the school. The working groups formed included, Sport, Science, The Arts, Communication and Planning and Playground. Meetings were held between stakeholders where initiatives were discussed including applying for grants, initiating programs to enhance student outcomes and the opportunity for parents to volunteer.

At the beginning of the 2017 school year, the school and parents will conduct evaluations of the working groups and consideration will be given to hold another Listening Campaign in semester one in preparation for the next School Plan.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased parental participation eg, in P&C meetings/events, classroom support opportunities, information sessions	Working groups continued to discuss and initiate ideas and programs across the school. These included: <ul style="list-style-type: none"> • supporting the annual cross country • installing new artificial grass and seating in the Primary playground • significant plantings within the school grounds • continuing to support the establishment and maintenance of French language lessons before school • volunteering as Ethics teachers • attendance at a Regional summit on reporting lead by the Assistant Principal • widely attended working bees • improved communication on significant aspects of the school ie class structures and formation, initiating google calendar with parent body, writing grants Outside of the working group structure, a highly successful teacher–parent committee was formed to facilitate the School Concert at the Seymour Centre.	\$ 800
Involvement of at least 50 participants in the Listening Campaign Project	The number of participants in the working groups was maintained. New parents were able to attend through networking with the school.	
Tell Them From Me surveys undertaken annually by all stakeholders.	The parent survey data showed that: <ul style="list-style-type: none"> • 55% feel they are involved in school committees • 40% help teachers in the classroom over the school year • They are in strong agreement that the school consults over school planning 	
70% of parents express	Three–way interviews were conducted K–6 across	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
satisfaction with the three-way interview process	the school. Years 3–6 used a Blob tree tool as a prompt to enhance conversations about learning. Years K–2 used the Formative Assessment tool 'Three stars and a wish'. The majority of parents surveyed were pleased with the structure of the three-way interviews.	

Next Steps

In 2017, this Strategic Direction 3 will continue to develop through partnerships with the school community through:

- Initiation of Positive Behaviour for Learning
- holding another Listening Campaign with a focus on increasing volunteerism – Be Involved
- parental involvement in:



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Individual Learning Plans are developed through collaboration between the Learning and Support Teacher and the classroom teachers for relevant students.</p> <p>Funding is used to provide additional support in literacy and numeracy and to support their participation in extra-curricula activities including sport and camp.</p> <p>Student welfare supports are provided when needed including uniforms and school essentials.</p>	\$ 3 377.28
English language proficiency	<p>An EALD teacher is available 5 days a week to support the 35% of students who are LBOTE.</p> <p>All these students were above the minimum national standard in English and Writing in the NAPLAN assessments.</p> <p>Based on their English proficiency students receive 1:1, small group or whole class support. This increased skills and proficiency in the English language in the context of the broader curriculum.</p>	\$ 116 598.34
Low level adjustment for disability	<p>The permanent Learning and Support Teacher is employed for an additional two days per week above the Department of Education allocation using the funds received.</p> <p>Funds are also allocated for the Learning and Support Teacher to attend relevant professional learning courses to assist students and their teachers.</p> <p>Other resources are also purchased eg sensory tools, specific readers and the development of context specific supports.</p> <p>Transitioning students into Kindergarten was a major focus in 2016 eg classroom and playground</p> <p>Employing two Learning Support officers for 4 days per week to assist and support students in the playground and classroom.</p>	\$ 54 028.35
Quality Teaching, Successful Students (QTSS)	<p>In 2016, this funding supported the implementation of Peer Observation sessions with students.</p> <p>This supports collaborative practices in terms of lesson planning, observation, feedback and mentoring.</p>	\$24 000
Socio-economic background	<p>All parents who requested financial assistance for school programs had access to funds. eg sport, uniforms and excursions.</p> <p>Any residual funds are used to employ School Learning Support Officers to support targeted students.</p>	\$ 4 830.68

<p>Support for beginning teachers</p>	<p>One teacher attained their first permanent employment.</p> <p>This provided this teacher with the choice of :</p> <ul style="list-style-type: none"> • extra release from face to face teaching on a weekly basis • mentoring with other stage team members eg report writing • attendance at conferences and courses which target specific areas eg. behaviour management, curriculum programming • Mentoring days to team teach, observe and have professional conversations with supervisors • Release days to focus on planning and programming 	<p>\$ 13 377.89</p>
<p>Targeted student support for refugees and new arrivals</p>	<p>Refugees and New arrivals received additional EALD support. Our refugee students received tied funds to support their full participation in all aspects of school life eg excursions, school fees, sport, camp. Funds were also used to support the purchase of uniforms and stationery needs.</p>	<p>\$4 750</p>



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	148	152	146	153
Girls	168	160	161	170

Enrolments between 2015 to 2016 increased slightly. The school has a policy for enrolment of out-of-area Kindergarten students which is based on an application process and consideration by a panel which includes a community member. The school has again reached its maximum capacity.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	97	97.1	95.3	97.5
1	96.6	95.8	94.7	95.2
2	96.3	96.3	95.4	96.2
3	95.1	95.9	95.3	94.6
4	95.2	96.6	95	94.7
5	96.4	96.4	95	93.1
6	95.3	95.3	93.8	95.8
All Years	96.1	96.2	95	95.3
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

The Forest Lodge Public School attendance profile continues to keep pace with State averages, with overall attendance remaining steady.

Class sizes

Class	Total
KINDER F	21
YEAR K/1 M	22
KINDER P	21
YEAR 1/2 R	24
YEAR 1 C	20
YEAR 2 W	26
YEAR 2/3 F	26
YEAR 3/4 D	30
YEAR 3 M	30
YEAR 4 E	28
YEAR 5 S	25
YEAR 5/6MC	28
YEAR 5/6 G	27

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	11.05
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.8
Teacher of ESL	1
School Counsellor	1
School Administration & Support Staff	2.82
Other Positions	0.12

*Full Time Equivalent

Reporting of information for all staff must be consistent with privacy and personal information policies.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	55

Professional learning and teacher accreditation

Professional learning centred around the continuing consolidation of Formative Assessment. This formed the foundation of our Peer Observations. Staff also participated in regular, weekly PL lead by school executive or other staff members on the Super Six Comprehension Strategies, Geography K–10 and Focus on Reading,

Early career teachers and Beginning Teachers attended a whole day workshop with Bill Rogers on behaviour management in the classroom.

All staff receive updates on Child Protection, Anaphylaxis, and Cardio–pulmonary Resuscitation.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

The tied funds include a tax deductible library fund. The school canteen is privately operated. Trust account monies include grants which the school receives and money collected from students eg, bus fares for excursions. Monies are held in trust until accounts are paid. The balance carried forward is used to cover anticipated expenses incurred late in the year, such as casual salaries, stationery items and equipment ordered for the commencement of the new school year. This includes funds set side for the upgrading of the computer lab to Windows computers and the teachers' classroom computers. Funds are also held in trust from the 2016 Concert which will be used to supplement a whole school dance program in 2017.

Income	\$
Balance brought forward	170 303.26
Global funds	237 186.83
Tied funds	98 524.89
School & community sources	320 689.50
Interest	3 664.69
Trust receipts	2 089.75
Canteen	0.00
Total income	832 458.92
Expenditure	
Teaching & learning	
Key learning areas	87 072.91
Excursions	27 665.36
Extracurricular dissections	30 138.58
Library	6 708.29
Training & development	1 132.28
Tied funds	72 492.65
Short term relief	35 235.12
Administration & office	105 182.19
School-operated canteen	0.00
Utilities	42 394.42
Maintenance	26 879.25
Trust accounts	2 365.40
Capital programs	70 370.00
Total expenditure	507 636.45
Balance carried forward	324 822.47

The information provided in the financial summary includes reporting from 30 November 2015 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	384 971.30
(2a) Appropriation	332 234.80
(2b) Sale of Goods and Services	286.37
(2c) Grants and Contributions	52 208.18
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	241.95
Expenses	-181 646.14
Recurrent Expenses	-181 587.54
(3a) Employee Related	-43 062.32
(3b) Operating Expenses	-138 525.22
Capital Expenses	-58.60
(3c) Employee Related	0.00
(3d) Operating Expenses	-58.60
SURPLUS / DEFICIT FOR THE YEAR	203 325.16
Balance Carried Forward	203 325.16

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	2 160 912.42
Base Per Capita	16 544.58
Base Location	0.00
Other Base	2 144 367.84
Equity Total	178 834.65
Equity Aboriginal	3 377.28
Equity Socio economic	4 830.68
Equity Language	116 598.34
Equity Disability	54 028.35
Targeted Total	0.00
Other Total	150 352.96
Grand Total	2 490 100.03

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

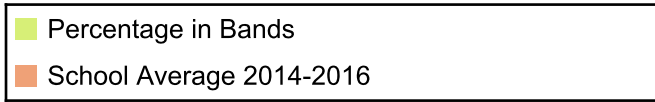
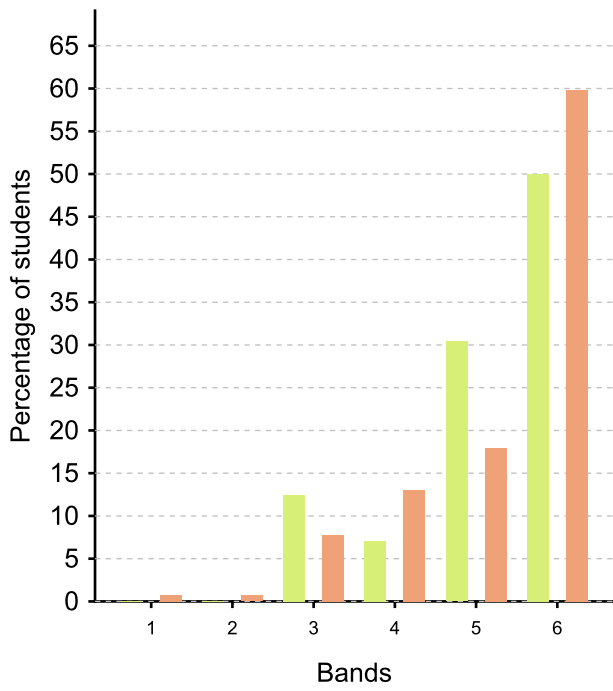
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Students in Year 3 and Year 5 continue to demonstrate sound achievements in the NAPLAN assessment. The following percentage of students in the school's cohort achieve the top 3 bands.

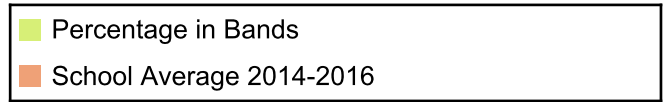
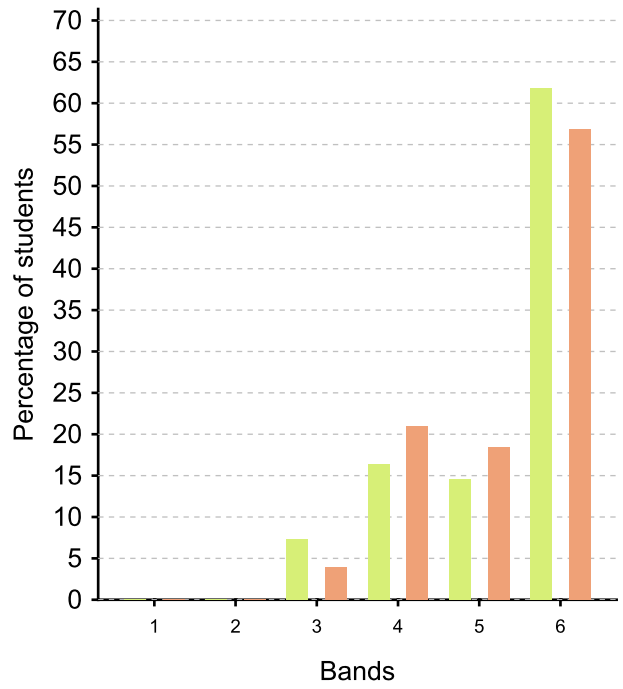
Year 3: Grammar & Punctuation 93%, Spelling 91%, Reading 87%, Writing 91% and in Numeracy 78%.

Year 5: Grammar & Punctuation 76%, Spelling 76%, Reading 85%, Writing 80% and in Numeracy

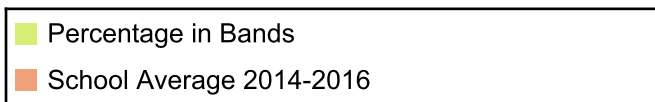
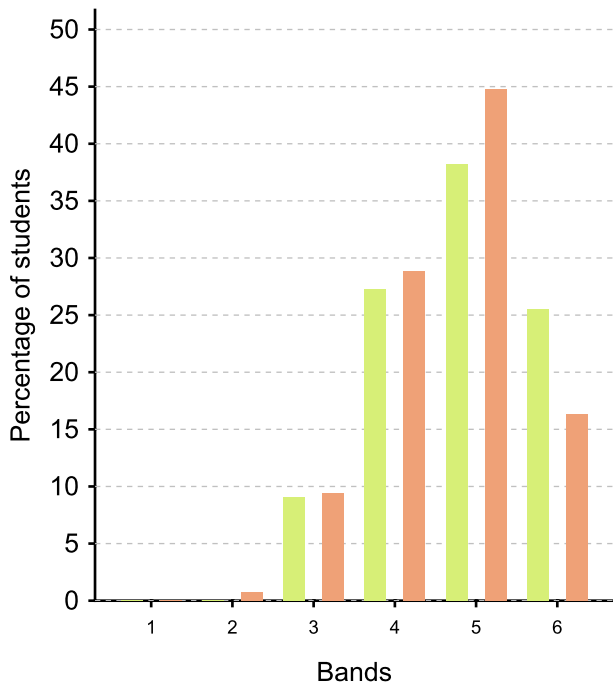
Percentage in bands:
Year 3 Reading



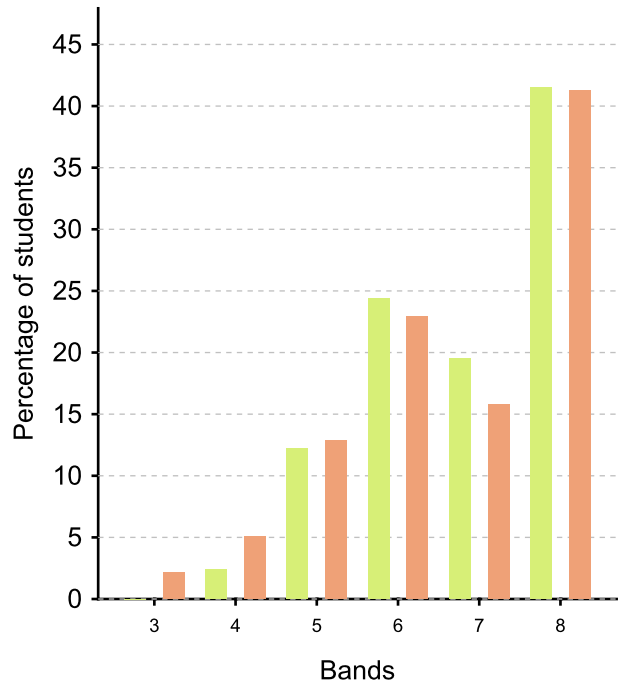
Percentage in bands:
Year 3 Grammar & Punctuation



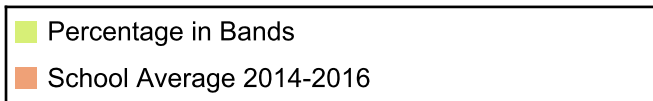
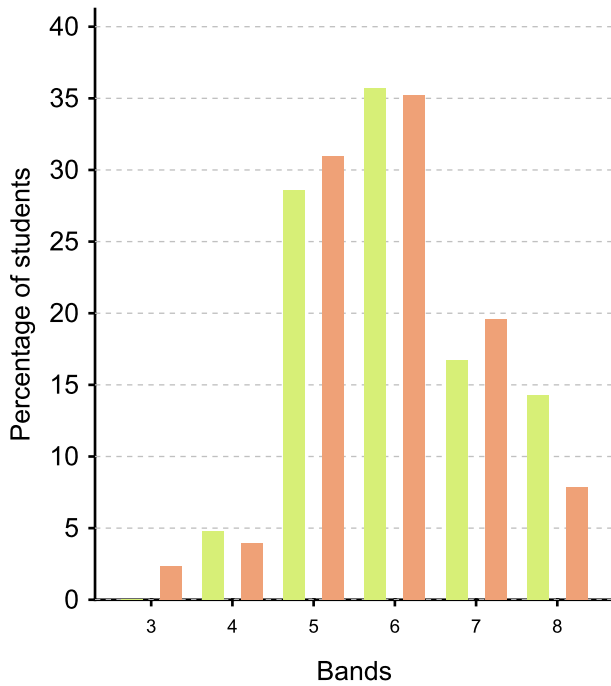
Percentage in bands:
Year 3 Writing



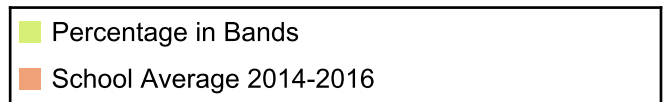
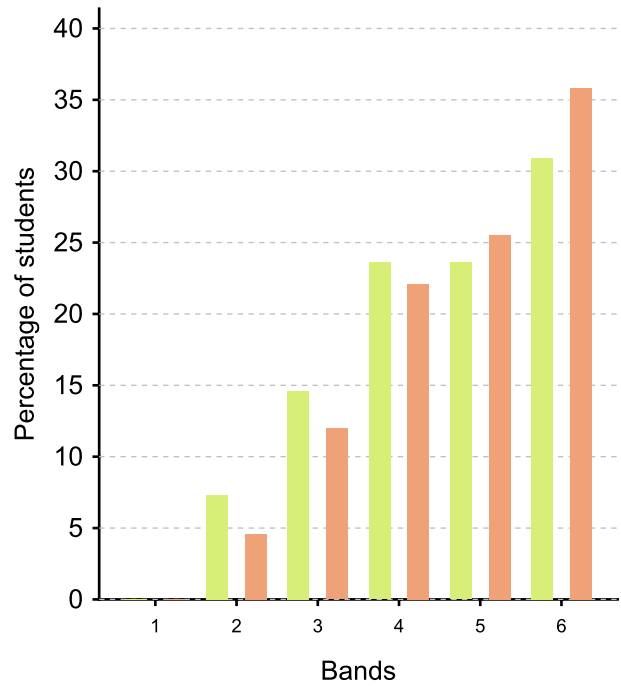
Percentage in bands:
Year 5 Reading



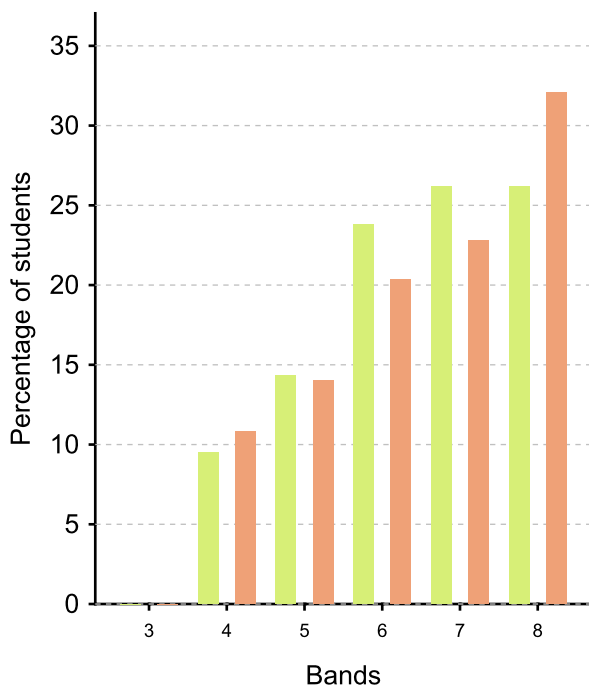
Percentage in bands:
Year 5 Writing



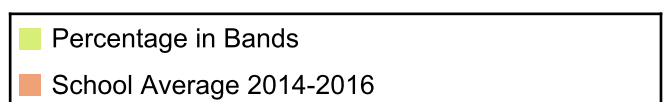
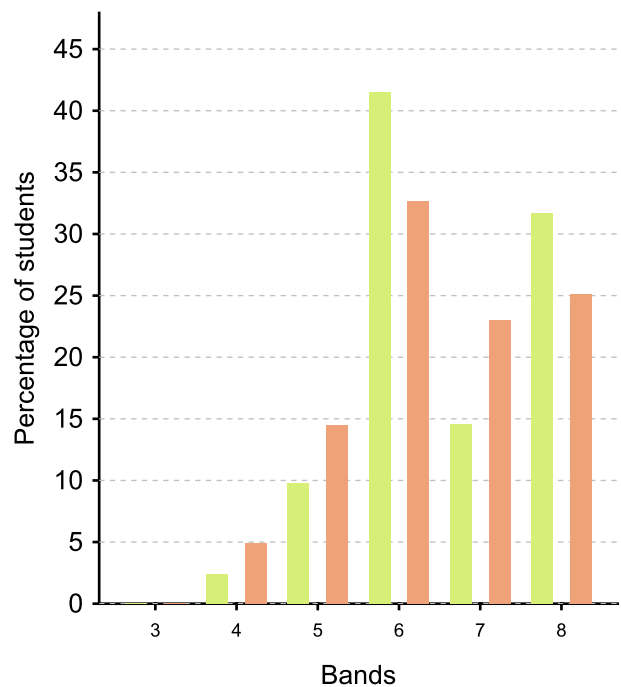
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Numeracy



All Aboriginal students achieved above the minimum standard in Reading, Writing and Numeracy in Year 3 and Year 5. Our Year 5 Aboriginal students scored in band 6 and 7 for Numeracy. Our Year 3 Aboriginal student scored a band 4 in Numeracy.

Parent/caregiver, student, teacher satisfaction

2016 Tell Them From Me

Parents, caregivers, students and teachers were invited to provide feedback to the school based on four domains: the school environment, communication, learning and behaviour. The Parent and Teacher surveys were scored on a 10–point scale. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree). Students data is also represented in percentages.

Parent Survey

Eleven parents responded.

- Parents feel welcome – 6.6
- Schools support learning – 7
- Overall Safety – 7.8
- I can easily speak with my child's teachers – 7.5
- My Child is clear about the rules for school behaviour – 8.9
- My child feels safe at school – 8.4
- Parents feel informed – 6.4

Student Survey

Ninety–four students in Years 4, 5 and 6 were surveyed.

- 86% of students were interested and motivated compared with the state average of 78%
- 92% of boys were interested and motivated compared with the state average of 73%
- The teachers expectation for academic success – 8.6
- Students find classroom instruction relevant to their everyday lives – 8.1
- Students rated rigour – 8.4. Students find the classroom is well–organised with a clear purpose and with immediate and appropriate feedback that helps them learn.

Teacher survey

Eight teachers responded.

- I talk with other teachers about strategies that increase student engagement – 8.6
- Learning Culture – 8.4
- I work with school leaders to create a safe and orderly school environment – 9.1
- I use results from formal assessment tasks to inform my lesson planning – 8.4
- I establish clear expectations for classroom behaviour – 9.2



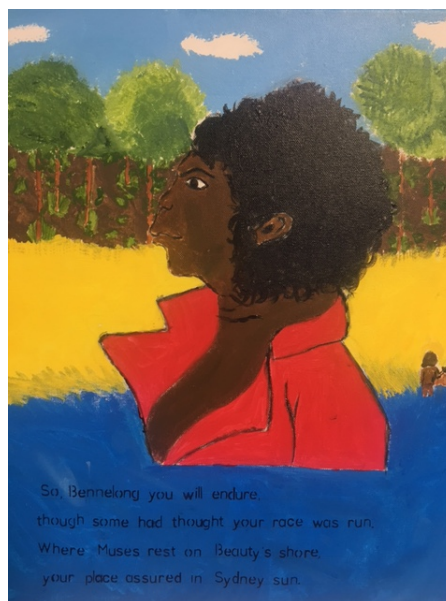
Policy requirements

Aboriginal education

The Aboriginal and Torres Strait Islander Histories and Cultures priority gives teachers and students a clear direction to deepen their knowledge of Australia through the development of an understanding that contemporary Aboriginal and Torres Strait Islander communities are strong, resilient, rich and diverse.

This framework provides a context for learning through cross–curriculum priorities. Aboriginal perspectives of the wider world are valued and taught in the classroom. eg Aboriginal farming techniques, analysis of perspective in events such as the Freedom Riders.

Across the curriculum, careful and thoughtful consideration is given to the purchasing of resources which enhance the students understanding and experience of Aboriginal and Torres Strait Islander culture. Particular attention is given to significant individuals who are important eg Eddie Mabo, Charles Perkins, Jandamarra. The teaching and learning programs for all classes provide authentic experiences for students which highlight and value the Aboriginal Culture eg History, Geography, Science, English and Sport. Guest speakers have visited from local Aboriginal community groups. Specific attention is given to important events eg Mabo day, Sorry Day, NAIDOC Week. In 2016, 'Didjeribone' performed as part of Reconciliation Week.



Multicultural and anti-racism education

Forest Lodge Public school student population is 33% LBOTE. In 2016, we also enrolled two refugee students. Through specific teaching and learning programs and special events, we foster a respect for other cultures.

We ensure that students learn about and recognise the diversity within and between the countries of the world, with particular attention to Asia. Students develop knowledge and understanding of societies, cultures,

beliefs and environments, and the connections, similarities and differences between people. In 2016, a whole–day incursion allowed students to experience different aspects of Chinese culture. We marked World Refugee day with a K–6 assembly and invited a guest speaker to talk about their experience as a refugee in Australia. Stage 3 had Goh day where a Goh specialist gave workshops on how to play Chinese Chess. Students also travelled to Chinatown and explored the area. We also went to Monkey Baa theatre to watch 'The Peasant Prince' to explore the concept the refugee through narrative and live performance. Our Multicultural Munch allows the community to share traditional food with their class and dress in national dress. Harmony day and the Multicultural Public Speaking Competition again highlight the importance of diversity and respect.

Multicultural education provides a scaffold for developing related knowledge, understanding and skills. These are embedded in each learning area according to the relevance of its content. Multicultural education and anti–racism are connected and supported through the implementation of the school's Good Behaviour Guide. Teachers evaluate their classroom environments to ensure equality and fairness are valued and practised.

Other school programs

School Concert at the Seymour Centre – Unreel

The highlight of 2016 was our school concert held for the first time at the Seymour Centre. The concert 'Unreel' was an original concept, written and produced by a hard–working committee made up of teachers and parents. This event celebrated all our students who all have a chance to showcase their talents. Teacher and parent expertise came together to create a memorable school event that our community thoroughly enjoyed.

Positive Behaviour for Learning

This is an exciting new whole school initiative which involves teachers, parents and students in the enhancement of the positive culture which exists at Forest Lodge Public School. Positive Behaviour for Learning, PBL, is an evidence–based whole school systems approach that addresses the diverse academic and social needs of every student to support them to be successful students. It uses a problem solving approach (data, systems and practices) that engages students, parents and all school staff. It establishes positive social expectations for all in the school community and provides a framework for the school and its community to collectively support the wellbeing of every student.

A committee of six teachers participated in 3 days of professional learning and have formed the PBL team within the school. Throughout 2016 they provided professional learning for the school staff and put in place initial, key processes including:

- identifying and establishing the core values of the school: **RESPECT SAFETY LEARNING**

- collecting and analysing data on student behaviour across different contexts
- using that data with staff to create a shared understanding of rules and behaviour expectations
- negotiated a behaviour matrix for non–classroom settings

In 2017, the team will launch the PBL initiative to the school community through an information night and presentation by the Assistant Principal PBL who supports the school at the regional level.

Other events which enhanced our students experiences and learning programs included:

- Best Start Testing
- Walk Safely to School Day
- Public Education Day
- Ethics
- Smart Start Financial Literacy
- Clean up Australia Day, Crazy Hair Day
- Spellathon, Regional Spelling Bee
- Readathon
- Peer Support
- Public Speaking workshops
- Stewart House drive
- K–2 Drama incursion
- CREATE South
- Year 5 leadership Workshop
- Regional Theatre sports
- Narrabeen overnight Camp
- Guide Dog visit for World Sight day
- Senior and Junior Choir,
- Concert Band, Jazz Band, Intermediate Band, Junior Band, String Ensemble, Big Band Breakfast, Musicale
- Opera House performances by the Senior Choir and Recorder groups
- Participation by selected choir students in the School Spectacular
- Gymnastics, Body Rhythm Movement, School Olympic Day, Milo in2Cricket Cup, Touch Football Gala Day, Yoga, Swim School
- Interrelate
- Cyberbullying talk
- Number Crunchers
- Visiting Police Band workshops and performances
- Stage 3 Geography incursion – Observatory Hill
- Stage 3 Geography fieldwork excursion – Blackwattle Bay